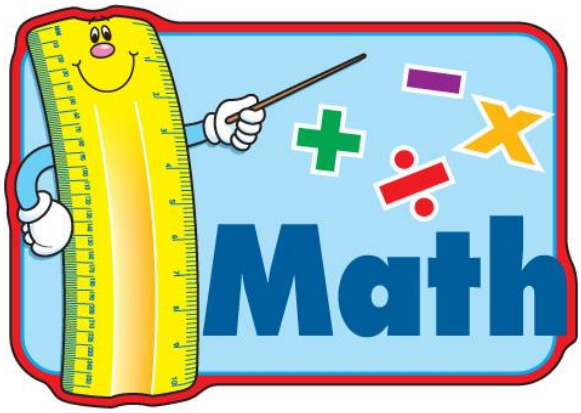
A few words from Title 1 Math:



Title 1 Math Night

Mark your calendars for March 14th.We will be having our Title Math Night that evening. More info to come in the next few weeks.

Strategies for Solving Word Problems

Word problems are a source of great anxiety for a lot of kids. Developing number sense (an understanding of what numbers represent and mean) requires critical thinking skills and the ability to problem solve. Sadly, these skills seem to be falling by the wayside. Kids want to pick the numbers out and add them together. If that's not right, let's try subtraction. This is not a strategy, and it leads to great frustration.

There are 4 basic steps for solving word problems. They are:

1. understand the problem (what do they want to know, what info is provided, is there extra or missing info)

2. devise a plan to solve the problem (how can you organize your info, would it be helpful to draw a picture or make a table, can you make a number sentence with the data you have)

3. implement the plan (how will you solve, follow your plan)

4. reflect on the problem (does your answer make sense, is it reasonable, if not, what will you do different to solve)

I could provide multiple examples and scenarios where this goes off the rails at step 1…..never fully understanding what the problem is asking you to do or knowing what to do with the information provided. Below are a few examples of word problems for you to try out the steps with your kids.

2nd grade-Robin had 18 pieces of gum. Her brother gave her some more pieces. Now Robin has 44 pieces in all. How many pieces of gum did Robin's brother give her?

4th grade-Mrs. Hilt bought some foods to make a fruit salad. She spent $15.50 for a bag of apples, $30.00 for a box of oranges, $27.25 for a bag of tangerines and $8.00 on a bag of nuts. She paid the clerk with a $100.00. How much change will Mrs. Hilt receive

A great way to practice math with your kids is to play games. Below is a list of simple games that you can play using items you have at home.

1. Speed Racers

What they'll practice: Identifying odd and even numbers

What they'll need: One deck of cards per pair

How to play: Students should remove all face cards and divide the deck in half. Students flip over cards one by one to make two piles: odds and evens. After the fastest flipper puts down his last card, he calls out, "Stop!" and his opponent freezes. The opponent checks both piles. If a mistake is found, the opponent gets to finish flipping her own cards into piles until she finishes or makes a mistake (at

which point it would revert to the other player). Play continues until all piles are correct and a

speed racer crosses the finish line!

2. Subtraction Salute

What they'll practice: Addition, subtraction

What they'll need: One deck of cards for every three students (face cards are worth 11)

How to play: Two players are the "soldiers" and one player is the "general." Deal half a deck to each soldier. To begin the game, both soldiers salute the general by holding one of their cards up to their forehead (they can't see the card they're holding but the other two players can).

The general (the only one who can see both cards) adds the two numbers together and says the sum aloud. Each soldier then takes that sum, subtracts the number her opponent is holding, and calls out the value of the card she can't see. Whoever calls out the correct number first gets to keep both cards. Play ends when time runs out or someone wins all the cards.

3. Coin Toss

What they'll practice: Coin values, addition, subtraction

What they'll need: Small buckets, lots of coins (fake is fine, but real is more fun!)

How to play: Stagger buckets under the chalkboard. About six feet from the board, tape lines on the floor. Divide students into groups of four and give each team a baggie full of coins that amount to one dollar (two quarters, three dimes, two nickels, and ten pennies work well).

When you say "go," the first line of students tosses coins one by one into their team's bucket. When the first person makes it in, he writes the amount of the coin on the board and the next person in line tosses. If she gets the coin in the bucket, she adds the amount to the total on the board. If she misses, she picks it up, subtracts it, and goes to the end of the line. (The next person isn't allowed to toss until the numbers are totaled.) The first team to reach a dollar wins!

4. Double Down

What they'll practice: Adding doubles

What they'll need: Two dice, one piece of paper, and one pencil per student

How to play: In pairs, time students so that each round of play lasts five minutes. When you say, "Roll 'em!" everyone rolls their two dice simultaneously. Anytime someone rolls doubles, they say, "Double Down!" Both students in that pair should stop rolling, then add the value of the dice, and record the sum under the player's name who rolled it.

As play continues, students keep track of both sets of scores. Whoever has the most points at the end of five minutes wins.

5. Slam Ten

What they'll practice: Adding multiples of 10

What they'll need: One deck of cards per pair

How to play: Remove face cards and deal each player half the remaining cards. Taking turns, players flip cards face up one by one. When the first card is revealed, both players multiply the number shown by 10 and say the value out loud. For instance, if one flips over a three of clubs, both say, "Thirty."

Players keep flipping cards one at a time, always adding the value times 10 and saying it aloud. For example, if the next card was a four of hearts, they'd both say, "Seventy," because 30 plus 40 is 70.

Whenever the total value of the cards lands on 50, 100, 150, etc., either player may "slam" the deck with his hand. The fastest slammer keeps all the cards. When time is up, each player counts the value of her cards in 10s (not the number of cards!) to determine a winner.